

Programme 108.†

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(April to July, 1927.
(September to December, 1927, overseas.)

Parents' National Educational Union.

The Parents' Union School.

(Address : THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto : "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET.)

FORM IV.

PUPILS' NAMES

Bible Lessons.

The Bible text (as given in book used) must be read and narrated first.

Old Testament History,* by J. M. Hardwich and the Rev. H. Costley-White, D.D. (Murray, 3/6), Vol. V., pp. 66-124 (selections from *Daniel*, *Ezekiel*, *II. Isaiah*). *The Saviour of the World*,* Vol. IV. (P.N.E.U. Office, 3/-), pp. 134-193, with Bible passages from index. *St. John's Gospel*, chapters 15-21, with S.P.C.K. Commentary* (9d.).

Optional : (a) *The Universal Bible Dictionary* (R.T.S., 7/6), may be used for all names of persons and places. (b) *S.P.C.K. Bible Atlas** (1/-). (c) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-), pp. 95-122. (d) *Helps to the Study of the Bible* (Oxford Press, 3/6). (e) *The Prayer Book in the Church*, by the Rev. W. Hume-Campbell (Longmans, 2/6), pp. 44-58, with lessons on Ascensiontide, Whitsunday and Trinity. *The Church Catechism Explained*, by A. W. Robinson (Cambridge Press, 4/-).

For Sunday reading (optional) :

Heroes and Writers of the Book of Common Prayer, by G. M. Forde (S.P.C.K., 3/6). Tennyson's *The Holy Grail*, *The Passing of Arthur*, *The Princess* (complete poems, Macmillan, 4/6). Ruskin's *Sesame and Lilies* (Allen & Unwin, 2/-). *What mean ye by these Stones?* by J. M. C. Crum (S.P.C.K., 1/6). *Uganda in Transformation*, by H. Gresford Jones (C.M.S., 2/6).

† The 108th term of work set since the Parents' Union School began.

For private daily Bible reading, *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectiones* (Spottiswoode, 1d. each, 1927). Hymns: *Songs of Praise* (Oxford Press, 2/6 and 6d.). *Daily Prayers for Schools: Jubilate Deo*, by L. James (Milford, 1/-).

Sunday Occupations: A Book of Centuries: see notes by Miss Bernau (P.N.E.U. Office, 4d.). Choose and inscribe mottoes in beautiful lettering (see "Bridges"), on good paper or vellum.

Writing.
Choose and transcribe passages from, (a), the poets set, and, (b), other literature, in *A New Handwriting* (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from cards 7 or 9.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared first from a newspaper; or, from the prose and poetry set for reading; words not known to be visualized; a paragraph to be then dictated or to be occasionally written from memory; see *Home Education*, pp. 240-243.

Composition. (Oral or written narration every day after each subject.)

Essays, or letters, or narrative verses, on news of the week from the newspapers, or, on subjects taken from the Programme. See *A Senior English Grammar*, pp. 166-199.

English Grammar. (See N.B. 3.)

Parse and analyse, each week, from books read, making progress each term. *A Senior English Grammar*,* by R. B. Morgan and H. A. Treble (Murray, 3/6), pp. 67-97.

Literature (including holiday and evening reading).

The History of English Literature for Boys and Girls,* by H. E. Marshall (Jack, 10/6), pp. 632-679. Shakespeare's *The Taming of the Shrew** (Blackie, 6d.). Carlyle's *Heroes and Hero Worship*,* Lectures 1 and 2 (Dent, 2/-). Read from *Shakespeare to Hardy, An Anthology of English Lyrics** (Methuen, 3/6), contemporary poets, — Tennyson, Stevenson, Kingsley, Arnold, etc.

English History.

A History of Great Britain,* by R. B. Mowat, Part III. (Oxford Press, 4/-), chapters 36-43 (1856-1886). Continue a chart of the 19th Century (see reprint from *P.R.*, July, 1910, 3d.). Summaries of events and dates. Read the daily news and keep a calendar of events: take the *Home and Class Room* section of *The Times* (direct from Times Office, 6/- yearly).

General History.

Medieval and Modern Times,* by T. R. Robinson (Ginn & Co., 10/6), pp. 608-661 (1858-1886) (omit questions).

Ancient Times: A History of the Early World,* by J. H. Breasted (Ginn, 10/6), pp. 533-623 (c. 264 B.C.-68 A.D.) (omit questions).

Continue a Book of Centuries* (P.N.E.U. Office, 1/9, or, better, 2/6, notes by Miss Bernau, 4d.), putting in illustrations from all history studied during the term (Bible, English, French, General). Visit the British Museum or local museum; *Ancient and Medieval Art*, by M. W. Bulley (Methuen, 10/6) may be used.

Citizenship.

Ourselves,* Book I. (Kegan Paul, 4/6), pp. 118-139. North's Plutarch's *Lives: Alcibiades** (Blackie, 10d.). Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). *Citizenship*,* by E. R. Worts (Hodder & Stoughton, 3/6), pp. 228-277 (narration instead of questions).

Geography.

"Ambleside" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps.

The Ambleside Geography Books, V.,* (Kegan Paul, 5/-), pp. 161-172, 268-300 (South Africa, Polynesia, Australia, New Zealand), with *The English Speaking Nations*,* by G. W. Morris and L. S. Wood (Oxford Press, 3/6), pp. 143-172, 254-292. Huxley's *Physiography** (revised 1924, Macmillan, 5/-), pp. 212-285. Some account of the physiography of your neighbourhood, with diagrams. Philips' *Modern School Atlas of Physical, Political and Commercial Geography** (7/6).

Know something about foreign places coming into notice in the current newspapers (see under History): *Reconstruction of Europe** (P.N.E.U. Office, 9d.). Ten minutes' exercise on maps of the world every week.

Natural History and Botany.[†]

Winners in Life's Race,* by A. Buckley (Macmillan, 6/-), pp. 89-135. *Botany*,* by D. Thoday (Cambridge Press, 7/6), pp. 421-468. Keep a Nature Note-Book (P.N.E.U. Office, plain 2/-, interleaved 1/9), with flower, bird and insect lists, and make daily notes. For out-door work take a special study suitable to season and climate: e.g., water plants, the eclipse, etc.; *Grasses*, by J. & L. Groves, Parts 1 and 2 (P.N.E.U. Office, 2½d. each). Furneaux's *A Nature Study Guide* (Longmans, 6/6), or, *The Changing Year*, by F. M. Haines (Wadsworth, 3/-).

General Science, etc.

Some Wonders of Matter,* by Bishop Mercer (S.P.C.K., 5/-), pp. 7-53. *A Voyage in Space*,* by H. H. Turner (S.P.C.K., 7/6), pp. 192-248.

[†] Overseas members see special leaflet.

Hygiene and Physiology, Domestic Economy.

A Health Reader,* by W. H. Abrahall (Cassell, 3/-), pp. 97-116, 222-269.

Picture Study and Architecture.

Study, describe (and draw from memory details of) six reproductions* of pictures by Botticelli (P.N.E.U. Office, 2/- the set): see the special notes in the *Parents' Review*, for April, 1927. *The Story of Architecture*,* by P. L. Waterhouse (Batsford, 6/-), pp. 189-228.

French.¹ (See N.B. 3.)

Primary French Course,* Part II., by O. Siepmann (Macmillan, 3/-), Lessons 27-30 inclusive, with grammar and exercises. Teacher study preface. Read and narrate Jules Verne's *Voyage au Centre de la Terre** (Hachette, 1/6). Read several poems and learn one from *Recueil de Poèmes*,* by J. Molmy, Vol. II. (Blackie, 6d.). For French conversation teacher may find useful: *French Oral Practice*, by C. H. Leather (Dent, 1/9).

Latin. (See N.B. 3.)

Limen,* Part I. (Murray, 2/6), pages 95-117, with corresponding exercises, and revise pp. 72-95. Narration of continuous passages.

German.¹ (See N.B. 3.)

Primary German Course,* by O. Siepmann (Macmillan, 4/-), Lessons 26-29, inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested. For narration, Niebuhr's *Griechische Heroen-Geschichten: Die Herakliden* (Oxford Press, 2/6).

or, preferably, Italian.¹ (See N.B. 3.)

Perini's *Italian Conversation Grammar** (Hachette, 6/6), Exercises 24-27, 37-39, inclusive, taking necessary grammar only. *The Italian Irregular Verbs* (Hachette, 1/-) will be found useful. For narration, *Il Piu Felici Bambino del Mondo** (P.N.E.U. Office, 3/-), chapters xxi.-xxx. (inclusive).

Arithmetic. (See N.B. 3.)

Pendlebury's *New Shilling Arithmetic** (Bell, 2/3), pp. 131-141, Simple and Compound Interest; Mensuration, sections 219-223. Revise back work; examples may be taken from Nelson's *Arithmetic Practice*, Part VII. (Teacher's Book, 1/4).

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

¹ Schools may substitute the national language.

Geometry. (See N.B. 3.)

A Shorter School Geometry,* by H. Hall and F. Stevens (Macmillan, 4/6), pp. 92, 93, 154, 155, 158-161, and revise Section I. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

Algebra. (See N.B. 3.)

A School Algebra,* by H. Hall, Part I. (Macmillan, 3/6), pp. 108, 109, 122-131, 134-136, or continue.

Drawing.

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Studies in landscape drawing: *The Way to Sketch*, by Vernon Blake (Clarendon Press, 7/6), may be used. Animal sketches. Memory drawings. Paintbox with specially chosen paints and brush (P.N.E.U. Office, 5/-). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Musical Appreciation.

Chopin and Haydn, see May P.R. *Music and its Story*, by R. T. White (Cambridge Press, 5/-), pp. 107-155; teacher use appendices I.-IV. *Musical Groundwork*, by F. H. Shera (Milford, 3/6), Term VIII.

Recitations.

Learn two suitable passages of 20 verses each from chapters in Bible Lessons. Psalm 102. Two poems from anthology set, or, from Tennyson's poems. A hymn.

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily. Homer's *Odyssey** (Chapman's translation), (Dent, 2/-), Vol. I., Books 1-4. Tennyson's poems (Macmillan, 4/6). *Silas Marner*,* by George Eliot (Dent, 2/-), or, Dickens' *Nicholas Nickleby** (Dent, 2/-).

Music.

Choose and learn a suitable composition from the works of Chopin or Haydn.

Singing.

Three French songs, *French Songs with Music* (Blackie, 6d.). Three English songs, from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,* complete with music 6/-), or, *The Pocket Sing-Song Book* (Novello, words and music, 1/6). For unaccompanied singing: *The Montgomery-*

shire Song Book, Part I. (with Descants), arranged by Nicholas Gatty and Alan Gray (Stainer & Bell, Voice Part, 8d.); see *On Music Teaching*, by W. H. Leslie (P.N.E.U., 8d.).

Drill, etc. (Choose new work.)

Board of Education Syllabus of Physical Training for Schools, 1919 (Eyre & Spottiswoode, 1/6). *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil Sharp (Novello, 4/6), or separate dances, music with instructions (direct from Novello, 9d.). *Peasant Dances and Songs of Many Lands* (Evans, 5/-). *How to Teach Dances* (Evans, 4/6). Ex-Students take House of Education Drills. For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. Cricket, tennis.

Work.

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Do some definite house or garden work: *Gardening for Children*, by J. Gwynn (Harrap, 2/6); (1) *Practical Housecraft*: (2) *Housewifery*, (3), *Cookery* (Longmans, 6d. each). *A Manual of Claymodelling*, by H. Unwin (Longmans, 4/6). *Cardboard Modelling*, by C. W. D. Boxall (Charles, 2/6): make six models (Ambleside students take House of Education models), (Materials from Philip & Tacey Ltd., 69 High Street, Fulham, London, S.W. 6). *Constructive and Decorative Stitchery*, by L. G. Foster (3/6): design and make a garment. Darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Take Scouting and Guiding Tests. Help the "Save the Children Fund," 42 Langham Street, London, W.1.

Where the same book is used in Form III. and in Form IV. more advanced work should be expected from pupils in Form IV. (average age 14).

For N.B. 3 see enclosed General Notes' Leaflet.

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FORM IV.

PUPILS' NAMES.....

Bible Lessons.

- I. 1. Give the substance of Jeremiah's letter to the Exiles and his Lament for the City.
2. What do you know of the message of the "Second Isaiah" as regards (a), the deliverance of his people, (b), their deliverer, (c), the sufferings of Christ?
- II. 1. What does our Lord say in His last message of comfort to His disciples as regards (a), the Comforter, (b), the True Vine?
2. Give the substance of our Lord's last words (a), to St. Thomas, (b), to St. Peter, (c), about St. John.
3. Describe the event that immediately followed *The Transfiguration*. What teaching did our Lord give His disciples in this connection?

Writing. (Writing is also considered in each answer.)

Write ten lines of poetry from memory.

Dictation. (Spelling is also considered in each answer.)

Carlyle's *Heroes and Hero Worship*, Lecture III., "Or indeed we may say again . . . a good man."

Composition.

1. Write in verse (or prose) on one of the following,—*Of Kings' Treasuries* (Ruskin); *The Princess* (Tennyson); "Telemachus welcomes Pallas" (*The Odysseys*); "Katherine" (*The Taming of the Shrew*); Moorland Sights and Sounds.
2. A scene for acting from *Silas Marner*, or, *Nicholas Nickleby*.

English Grammar.

1. Analyse, parsing the words in italics,—
“In the afternoon they came unto a land,
In *which* it seemèd always afternoon.
All round the coast the languid air *did* swoon,
Breathing like one that hath a weary dream.
Full-faced above the valley stood the moon ;
And like a downward smoke, the slender stream
Along the cliff to fall and *pause* and *full* did seem.”
2. Explain, giving examples in sentences, three of the different uses of (a), the Infinitive, (b), the Participles in English.
3. Write full notes on the Accusative Case in English, giving examples.

Literature.

1. Write a brief account of Charles Dickens. Which of his novels have you read? Mention twelve of his best known characters, and describe one of them.
2. Give some account of Mahomet and his Mission, according to Carlyle.
3. Make a list of the poems by Tennyson that you have read (not learned by heart). Narrate a long one, quoting any lines that have struck you.

English History.

1. What were the causes of the American Civil War? Describe the course of the war. Dates.
2. Write notes on (a), the Russo-Turkish War, (b), the Treaty of San Stefano, (c), the Congress of Berlin.
3. Give some account of (a), W. E. Gladstone and his policy, (b), his first ministry. Dates.

General History.

1. Write an account, with dates, of Hannibal and the Second Punic War.
2. Describe briefly the effect of the long wars and of world power on the Romans and their life.
3. Give some account, with dates, of the founding of the Kingdom of Italy.

Citizenship.

1. (Only for those who have studied *Ourselves*.)
Write a short essay on Loyalty, and illustrate from characters you have met in books.
2. "Even so, Alcibiades being puffed up with vanity . . . as often as Socrates took him in hand was made fast and firm by his good persuasions." Explain and illustrate.
3. Show that thrift is a public duty. How does the State make provision for the poor?

Geography.

1. Give a map of Australia, putting in the boundaries, physical features, political divisions and chief towns.
2. Describe (a), New South Wales, (b), South Australia, (c), the government of the Commonwealth. What event of great importance has taken place this year in Australia?
3. Write a short account, with dates, of the early history of South Africa. Give a rough sketch map.
4. Give some account of the slow movements of the land in the British Isles. Diagrams.

Natural History.

1. Compare and contrast the skeleton of (a), a lizard, and (b), a tortoise. Show how each is adapted for its different position in life.
2. Describe, with drawings, the special habits of growth of (a), four different kinds of climbing plants, (b), water-lilies, the Canadian water-weed, water crowfoot.
3. Describe an association of plants, (a), upon grassland, or, (b), in a pond.

General Science.

1. What three tests can we apply to matter? Illustrate each and explain "all matter is energy, but all energy is not matter."
2. Explain, with a diagram, the cause of a total eclipse of the sun, and describe what $\left\{ \begin{array}{c} \text{you have} \\ \text{can be} \end{array} \right\}$ seen at such an eclipse.

Physiology and Hygiene.

1. "There are three different parts in a complete organ of sight." Describe the work of each. Drawings.
2. What considerations in building a house must be borne in mind as regards (a); foundations, (b), walls, (c), aspect, (d), air-space, (e), ventilation?

Picture Study and Architecture.

1. Describe, giving a sketch of a detail, "Giovanna Tornabuoni and the Graces," by Botticelli.
2. Give some account of Renaissance architecture in Italy. Drawings.

French.

1. Write in French a short article for a daily newspaper, describing (a), some of the wonders "au centre de la terre," or, (b), a vintage.
2. Translate Siepmann, p. 179, Reproduction IV., "The end . . . some huge pines."
3. Give examples in sentences of six conjunctions requiring the subjunctive mood in French.

Latin.

1. Give the four Principal Parts of the following verbs,—
pono, doceo, do, venio.
2. (a), Translate Exercise LXII., from "Dum Romani" to
"convenio." (b), Write a narration of (a).
3. Translate: (1) We shall give well-deserved praises to
the valour of the soldiers. (2) At Rome they think
that Hannibal was a great general. (3) Having
defeated the Carthaginians whom Hannibal led, he
returned to the camp.

German.

1. Write in German a story about (a), Orestes, or, (b), *Der
Kohl, der Wolf, die Ziege*.
2. Use the following conjunctions in sentences,—*aber, da,
doch, als, während, deshalb, dass, indem*.
3. Show in sentences (with translations) two different
meanings of the verbs,—*durchreisen, unterhalten,
übertreten*.

or, Italian.

1. Write in Italian a letter describing a visit to (a), a
beautiful garden, or, (b), a town in England.
2. Translate the two first sentences of Exercises 24-27
(*Perini*).
3. Give sentences, with notes, showing the uses of the
Definite and Partitive articles in Italian. Compare
with their uses in French.

Arithmetic.

1. What yearly income will be derived from investing
£5782 in $5\frac{1}{2}\%$ stock at 88?
2. Find the Banker's Discount on a bill of £243 : 6 : 8
drawn on April 4th at 7 months and discounted on
May 15th, at $3\frac{3}{4}\%$. (Reckon "days of grace"
extra.)
3. A circle of radius 5 feet falls entirely within another of
radius 6 feet; find the area of the space between
them.

Geometry.

1. Find the locus of points equidistant from two given
intersecting straight lines.
2. In a triangle ABC find a point equidistant from A and
B and also equidistant from AB and BC.
3. The medians of a triangle are concurrent at a point of
trisection of each.

Algebra.

1. Solve the following :—
$$\begin{cases} 6x + 8y = 43. \\ 8x + 6y = 41. \end{cases}$$

2. If 7 lb. of tea and 6 lb. of coffee cost £1 : 15 : 10, and
5 lb. of tea and 3 lb. of coffee cost £1 : 1 : 5, find
the price of each per lb.
3. If 4 litres = 7 pints draw a graph to convert litres to
pints or pints to litres. Hence find the value of 6
litres in pints.

Drawing.

1. Some wild flowers in a bowl, or, in situ.
2. A memory sketch of three animals in a field.

Musical Appreciation.

Write notes on the music you have heard from the
following :—(1) *The Surprise Symphony*, (2) *The
Creation*, (3) One of Haydn's *String Quartets*, (4)
Chopin's Preludes.

Recitations.

Father to choose two Bible passages and a poem.

Reading.

Father to choose a poem and a leading article from a news-
paper.

Music.

Examine in work done.

Singing.

Father to choose an English, a French, and a German song,
and three exercises.

Drill.

Report progress.

Work.

Outside friend to examine. List of work completed to
appear on *Parents' Report*.

The Summer Examination is optional.—Parents and
teachers examine all the work, written and otherwise, and send
in their reports only. No work to be sent up. Summer Reports
(only) to be posted to the Director, Parents' Union School,
Ambleside.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers
on all subjects. Names, in full, ages and classes to appear on
the Reports. Schools and Classes should state the number of
children working in each Form.

For scale of marks to be followed in all subjects see head
of Report Forms.

N.B.—Members are asked to state on the Parents' or Teachers' Report
Form (a), how the pupil has worked during the term; (b), if there has
been any handicap on account of illness during the term; (c), the reason
for the omission of subjects in the examination.